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ABSTRACT

The study prepared reading tests in the children's first language, Spanish, that initially considered their comprehension of the language and subsequently evaluated their skill in drawing inferences or pertinent information from the material read. Two reading comprehension tests (Forms A and B) were constructed, using two different excerpts from "Fantasias", a book not previously read by the children. Each test consisted of 35 multiple-choice questions divided into 3 parts: Input Subtest--20 questions assessing the student's familiarity with a passage's linguistic elements; Content Subtest--5 items measuring the student's ability to infer meaning from context; and Paraphrase Subtest--assessing the ease with which students recognize suitable paraphrases for 10 of the verbal expressions found in the Input passage. A total of 150 examinations were administered to 116 third-grade students (predominantly of Mexican and Puerto Rican backgrounds) enrolled in 6 bilingual schools in Milwaukee, Wisconsin. Five classes took Form A (79 tests), 4 took Form B (71 tests), and 2 took both forms (34 tests). Test instructions were given in both English and Spanish. Student scores were then compared with factors such as language dominance, home language, and reading levels through a series of correlations. Among the findings were that: reliability of Form A (total test) was high at .93; for Form B reliability was higher for subtests II and III and noticeably lower for subtest I; significant at the .01 level were the total score and subscores for Form A with the children's reading level in Spanish. (NQ)

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ASSESSING READING COMPREHENSION IN SPANISH FOR BILINGUAL CHILDREN

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ASSESSING READING COMPREHENSION IN SPANISH FOR BILINGUAL CHILDREN*

There exists a growing need to prepare valid and reliable tests for assessing the reading comprehension of bilingual children. Many federally and locally funded bilingual programs urgently need tests to ascertain how well the bilingual child is functioning in terms of academic achievement -- an area where undeniably reading figures prominently. Reading and reading assessment have become of prime importance in bilingual elementary schools where research has shown that reading comprehension in the national language has been more effectively achieved when the children initially learned to read in their first language (Modiano, 1974).

Assessment of Comprehension

Generally, tests of reading comprehension are designed to assess an individual's comprehension of a given passage which has been calibrated for difficulty level. However, the tests should evaluate more than comprehension of a particular passage; they should estimate the reader's ability to comprehend additional passages of comparable difficulty. Problems arise when the term "comprehension" is defined. Spache (1962) contends that test makers are prone to define comprehension in terms of the types of questions included in their tests, i.e. in terms of the operations used in assessment. The problem of defining and/or

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assessing comprehension increases when considering that comprehension tests are shown to correlate substantially with intelligence tests, even those of a non-verbal character, such as a figure analogies test. Carroll (1971) suggests that this correlation may be due to items that tend to measure the ability to make inferences and deductions as opposed to evaluating "pure" or literal comprehension of the language.

Perhaps the most widely used test to measure reading comprehension is the multiple-choice question. In nearly all standardized tests, individuals are first asked to read a passage and then answer a series of these questions based on the information they have read. However, instances where students can answer the questions without reading the passage may invalidate the results of multiple-choice tests as a measure of reading comprehension (Tuinman, 1973).

Another limitation of standardized multiple-choice tests is that they have been developed to maximize differences between individuals rather than to create a measurement for the information being tested (Carver, 1970). That is, the test serves well as a measure for discriminating between individuals yet falls short in assessing the amount of knowledge the individual acquired from reading a passage.

The present study, therefore, sought to prepare reading tests, in the children's first language, Spanish, that initially would consider their comprehension of the language and subsequently would evaluate their skill in drawing inferences or pertinent information from the material read. As such, the aim would be to provide reliable and valid tests, comparing favorably with other evaluations of the children, to warrant further application by the classroom teacher.

Test Construction

For purposes of this study two reading comprehension tests (Form A and Form B) were constructed. Two different excerpts from Fantasías (Olave and Lafuente, 1975), a book not previously read by the children in the present study, were selected for the preparation of the tests. According to the opinion of the bilingual supervisor -- Milwaukee, Wisconsin, Public Schools -- the passages were at the appropriate reading level of the children. To ascertain, numerically, the difficulty level of the passages, the Spaulding (1956) readability formula, relying on word usage and sentence length, was applied. The formula yielded ratings of 57 and 55 respectively for passages A and B -- both considered "very easy" yet definitely harder than "primer-level" reading materials. In total, each test consisted of thirty-five multiple-choice questions divided into three different parts.

The first part (I), the Input subtests, contained twenty questions which seek primarily to assess the student's familiarity with the linguistic elements of a passage. The format, like that of the cloze procedure, forces systematic interaction between the reader and the passage. However, with the Input tests there is little interruption of the normal reading act because students underline their responses on the passage itself; furthermore, comprehension not recall and/or writing of information is being assessed.

The Input subtest (Form A) is based on the writer's (Ozete, 1976) modification of Carver's (1973) test in English. The reading passage, in which a test item occurred every fifth word, with the exception of item one, had the following format:

Pedro era (de Y un) niño muy feliz. Vivía (con se tenía)
sus padres en una (nada día casita) de madera....

The test -- objective both in construction and in grading -- offers a standardized method of assessment since it can be based on books already classified for difficulty level. Moreover, pilot testing of the instrument in Spanish with bilingual children, had met with positive results (Ozete, 1976). Form A was constructed using randomized distractors found within the same passage, following the procedures described in the Appendix. Form B was constructed using grammatically similar distractors. Thus Form B had the same format as A except for the method of selecting distractors. It was hypothesized that similar parts of speech distractors would focus assessment more on the semantic as opposed to the syntactic, components of the sentences. Presumably, selection of the correct response would largely rest on the meaning and not the structure or suffix marker or words. To insure that the alternate responses came from a standardized pool of words, the distractors subjectively chosen had to appear both in the Spaulding (1956) Density Word List and the Recuento de vocabulario de preescolares (1966). Where applicable, distractors were written in the same tense, person, gender and number as the correct response. As in all alternative-choice procedures, position of the correct answer on the test was randomized.

The second part (II), the Content subtests for both Forms A and B, consisted of five items which sought to measure the student's ability to infer meaning from context. Test items, adapted to a multiple-choice format, were comparable to the questions found in the book which elicit oral or written phrases as answers. Particular care was taken in phrasing the questions so that students would not guess the correct answer from cues embedded throughout the five questions. Items for the most part were worded in the past-imperfect tense and distractors, again, were chosen from words appearing in both the Spaulding and Recuento lists.

The third part (III), the Paraphrase subtests for both forms, aimed at assessing the ease with which students could recognize suitable paraphrases for ten of the verbal expressions found in the Input passage. Preference to verb paraphrases was deemed crucial since lexical analysis of the verb is central to understanding meaning (Fodor et al. in Simons, 1970). All the distractors with the exception of Form A, 4 D VELAR and 6 B REPENDER appeared in both lists cited earlier. These distractors substituted 4 D MIRAR POR and 6 B REGANAR which were judged by the bilingual supervisor as inappropriate. To provide comparable test items for both Paraphrase tests, verb forms in each included: three past-imperfect, three past-preterite; three infinitives and one ir a + infinitive construction.

Subjects

The subjects were 116 third-grade students enrolled in 6 bilingual schools in Milwaukee, Wisconsin. All pupils, predominantly with Mexican and Puerto Rican backgrounds, had Spanish surnames and followed a dual-language-maintenance program where subject matter is taught in English and Spanish. One group of students, consisting of 5 classes (n = 79) took Form A of the examination. A second group, consisting of 4 classes (n = 71) took Form B. Of the 9 classes that took the examinations, 2 (n = 34) were administered both forms of the test. Thus, while 116 students were involved in the study, 150 examinations were administered. Twenty-nine children from the 9 classes, because of absences or placement in special education or remedial groupings, did not participate in the testing. All classes were randomized as to which examination they were to be given.

Procedures

The tests were administered on 2 consecutive days (in June 1977) permit-

ting classes taking both Forms A and B, respectively, to be tested during the same hour but on different days. All children took Part I (Input) and Part II (Content) first. Instructions were given in both languages, and the sample-test items, appearing on the cover sheet, were written on the blackboard and discussed. Students were encouraged to read the word groups beyond the test items before underlining their choice. At the end of 20 minutes of work, students were asked to turn to page 4 -- Part III, the Paraphrase section. As before, instructions were given in Spanish and English and students were asked not to look back to Parts I and II so that paraphrases would not cue answers in those parts. Eight minutes were allotted for the Paraphrase subtest.

Results

Table I (page 7) presents the mean scores and reliabilities for the total tests and the individual subtests (Form A and B). The mean of 18.24 (Form A total test) indicates that students with an average score on the test correctly answered slightly more than half the items. Reliability, was high .93. The standard error of measurement (S.E.), an estimate of the variation to be expected in the test scores, was acceptable for the number of items, and serves to underline the high reliability of the total test. Reliabilities for (Form A) subtests are good (.68 to .91), when considering the small number of items, and comparing favorably with those reported for commercially produced tests. The point-biserial correlation, which indicates the effectiveness of a test item with relation to the entire test, ranged well-above the generally recommended (+.20 value) for all the test items. In particular, there were only 4 items that correlated under .40 (Input #7; Content #4; and Paraphrase #6 and #9). All other items ranged from .41 to as high as .73 for item #11, Input.

Table 1
Mean Scores and Test Reliabilities
Form A and B

	n	Items	Mean	S.D.	Kuder-Richardson-20 Reliability	S.E.
Form A	79	35	18.24	9.15	.93	2.46
Part I (Input)	79	20	11.20	5.81	.91	1.80
Part II (Content)	79	5	2.37	1.62	.68	.92
Part III (Pharphrase)	79	10	4.67	2.74	.77	1.31
Form B	71	35	15.90	8.31	.92	2.42
Part I (Input)	71	20	10.11	4.64	.84	1.86
Part II (Content)	71	5	2.59	1.73	.76	.85
Part III (Pharaphrase)	71	10	3.20	2.71	.80	1.22

As for Form B (total test) the mean of 15.90 shows that slightly fewer than half the test items were correctly answered by students with average scores on the test. The standard deviation (S.D.) demonstrates that scores on Form B tended to be more uniform or vary less from the mean than those for Form A. Reliability for Form B was also high, while the standard error of measurement was comparable to that of Form A. The mean subscores for Form B were lower than those for Form A. Reliability, though higher for subtests II and III, was

noticeably lower for I, the Input subtest. Furthermore, the point-biserial correlation between the test items and the entire test yielded more items under .40 for Form B Input #1, 8, 9, 13 and 16. Content item #3 and Paraphrase #9 were also below .40. All other items ranged from .40 to as high as .75 for question #5, Content.

Cross Validation

To compare student scores with factors such as language dominance, home language and reading levels, a series of correlations were performed. The results for Form A, summarized in Table 2 (page 9), include correlations with sex and test score on the Sober-Español Reading Test (Cornejo, 1975). The data for computing the correlations were procured from June, 1977 reports filed with the Milwaukee Public Schools (MPS).

First, significant correlations at the .01 level were found between the language spoken at home and the language dominance of the children. Home language was determined by a MPS questionnaire sent home and by parent-teacher visits. Classifying the child as bilingual or dominant in one of the two languages was determined by teacher evaluation of their own students' overall performance as of the end of the school year. Also significant at the .01 level were the total score and subscores for Form A with the reading level of the children in Spanish. Reading level was determined by teacher evaluation of the student's ability to understand and answer, in Spanish, questions based on the vocabulary and content in graded Spanish readers listed in Niveles de lectura en español para los grados primarios, a guide prepared by curriculum specialists and teachers from MPS. All subscores for Form A correlated significantly with each other and with the total score, .01 level.

Table 2
Correlation Matrix
Form A (n = 79)

	Sex	Language Dominance	Reading Level Spanish	Sober Test	Part I	Part II	Part III	Total	Reading Level English
Language Dominance	-.006								
Reading Level Spanish	-.063	.213							
Sober Test	.110	-.315	-.081						
Part I	-.027	.063	.496*	.245**					
Part II	.058	.001	.352*	.163	.745*				
Part III	.029	.079	.488*	.244**	.688**	.639*			
TOTAL	.002	.063	.519*	.255**	.964*	.834*	.838*		
Reading Level English	.002	-.065	-.139	.422*	.135	.016	.053	.103	
Home Language	-.037	.673*	(.231**) -.262		.099	.050	.143	.112	-.019

Significant at .01* df 70 .302

Significant at .05** df 70 .232

At the .05 level of significance Form A total score and subscores for Part I and III correlated significantly with the Sober-Español Reading Test. Unlike Form A, the Sober-Español did not correlate with the children's reading level in Spanish. Moreover, it correlated at the .01 level with their reading level in English. Reading levels in English were determined by following the MPS guidelines in Levels of Reading in English in the Primary Grades. Home language and reading level in Spanish did not correlate significantly at the .05 level. No significant relationship was found between the children's dominant language and their reading level in either language. Sex did not correlate with any of the factors previously mentioned.

As before, a series of correlations between test scores, Form B and the aforementioned factors were conducted. (See Table 3.) Significant correlations at the .01 level were again found between the language spoken at home and the language dominance of the children. Likewise, significant correlations at the .01 level were found between the total score and subscores of Form B with the reading level of the children in Spanish. In addition, subscores correlated significantly with each other and with the total test score at the .01 level. However, in this instance home language and Spanish reading level reached a significant correlation at the .01 level. Also, unlike the previous group, language dominance and reading level in Spanish for Form B group were significantly related at the .01 level.

At the .05 level only Part II correlated with the Sober-Español Reading Test. The latter test in this case correlated neither with the language dominance, Spanish reading level nor home language. However, it did correlate (.05 level) with reading level in English. As with Form A, sex did not significantly correlate with any of the factors considered.

To compare the performance of the students ($n = 34$) who took both forms of the tests, a series of pairwise correlations were conducted. (See Table 4.) All correlations between subtests scores (with the exception of Form A Part III and Form B, Part II) and between subtests scores and total test scores were significant at the .01 level. In particular, the correlation for the Input subtests were high (.83), indicative of similar behaviors being assessed. Correlations for the Content subtests and, in turn, for the Paraphrase subtests were moderately good (.54) and (.50), respectively. Further analysis, with t-tests of mean differences, by classes ($n = 16$ and $n = 18$) indicated no significant differences in performance on both forms with regard to total test scores at the .01 level. However, in the class with 16 pupils, all of whom scored noticeably higher on both tests, there was a significant difference in performance at the .02 level between Form A and B of the Input subtests.

Local Norms

As additional interpretative data for classroom teachers, norms in percentile and stanines were prepared. (See Table 5, Form A.) Specifically, 80 percent of the students had scores of 29 or below or, in other words, 20 percent had a score of 29 or better. In relation to stanines, the score of 29 (80thile) was in the seventh stanine or 2 stanines above the mean, the fifth stanine.

A glance at Table 6 indicates that, proportionately, students did less well on Form B. Specifically, 94 percent of the children had scores of 29 or below; conversely, only 6 percent had scores of 29 or better which is three stanines above the mean.

Table 3
Correlation Matrix
Form B (n = 71)

	Sex	Language Dominance	Reading Level Spanish	Sober Test	Part I	Part II	Part III	Total	Reading Level English
Language Dominance	.003								
Reading Level Spanish	-.086	.394*							
Sober Test	.168	.252	-.054						
Part I	.088	.167	.570*	.153					
Part II	.173	.007	.445*	.264**	.681*				
Part III	.153	.054	.464*	.172	.700*	.758*			
TOTAL	.138	.107	.557*	.206	.934*	.848*	.888*		
Reading Level English	-.097	-.194	-.104	.258**	-.082	-.069	-.235	-.136	
Home Language	-.100	.768*	.401*	-.171	.087	-.020	.038	.058	-.149

Significant at .01* df 60 .325

Significant at .05** df 60 .250

Table 4

Pairwise Correlations Between The Two Tests

Form A: Part I (A I), Part II (A II), Part III (A III)

Form B: Part I (B I), Part II (B II), Part III (B III)

(n = 34)

	A I	A II	A III	A TOTAL	B I	B II	B III
A II	.759						
A III	.619	.509					
A TOTAL	.963	.817	.787				
B I	.828	.643	.491	.793			
B II	.591	.543	.405	.598	.738		
B III	.603	.529	.499	.631	.728	.736	
B TOTAL	.783	.643	.516	.772	.952	.861	.881

All correlations (except B II x A III) are significant .01 df 30 .449

Table 5
Norms for Form A
n = 79

<u>Score</u>	<u>Number of Students</u>	<u>%ile</u>	<u>Stanines</u>
35	0	99	9
34	1	99	9
33	2	97	9
32	2	95	8
31	3	92	8
30	7	85	7
29	1	80	7
28	2	78	7
27	1	77	7
26	3	74	6
25	1	72	6
24	3	69	6
23	4	65	6
22	2	61	6
21	1	59	5
20	4	56	5
19	0		
18	2	52	5
17	2	49	5
16	3	46	5
15	2	43	5
14	1	41	5
13	8	35	4
12	3	28	4
11	5	23	3
10	1	20	3
9	1	18	3
8	4	15	3
7	2	11	2
6	2	9	2
5	1	7	2
4	1	6	2
3	0		
2	3	3	1
1	1	1	1

Table 6
Norms for Form B

n = 71

<u>Score</u>	<u>Number of Student</u>	<u>%ile</u>	<u>Stanines</u>
35	0	99	9
34	0		
33	1	99	9
32	0		
31	2	97	9
30	0		
29	2	94	8
28	3	91	8
27	0		
26	1	88	7
25	7	82	7
24	4	75	6
23	0		
22	2	70	6
21	3	67	6
20	0		
19	0		
18	4	62	6
17	1	58	5
16	3	56	5
15	1	53	5
14	5	49	5
13	3	43	5
12	3	39	4
11	3	35	4
10	5	29	4
9	3	23	3
8	6	17	3
7	1	12	3
6	2	10	2
5	1	8	2
4	1	6	2
3	1	5	2
2	0		
1	2	3	1
0	1	1	1

Conclusions and Implications

The high reliability of both tests coupled with their significant correlations with the students' reading levels encourages future administrations to large groups of third-grade children. It is recommended that the tests be employed for diagnostic purposes to determine the reader's ability to assimilate the language elements of a passage and to draw accurate meaning and inferences from the context. Similarity in performances on total tests scores Form A and B raises the question as to which form to administer -- particularly with respect to the Input subtests.

In Form A Input, with different parts of speech distractors, an objective approach was followed in selecting the alternate responses within the same passage. The advantage was that the distractors would be based on words of comparable difficulty while at the same time precluding subjective judgment in the writing of test items. In Form B, with similar parts of speech distractors, a subjective approach was followed whereby the test-maker selected alternate responses, from outside the passage, that purportedly would stress assessment of semantic as opposed to syntactic knowledge of the content.

Though no significant differences on the Input subtests between the group ($n = 34$) taking both subtests occurred, the higher scoring class ($n = 16$) in the group did differ markedly as to performance. Presumably with more advanced and/or more motivated readers the semantic distractors might more effectively discriminate between different levels of reading sophistication. Conversely, the less advanced or less motivated reader, besides not being as experienced with the redundancy and constraints of the language, may, in addition, have difficulty in recognizing different nuances of meaning for grammatically similar -- yet semantically diverse -- phraseologies.

In retrospect, Form A Input appears more expedient in construction and application to the classroom. Its higher reliability, in conjunction with the larger number of test items correlating favorably with the entire test, should be weighed against the effort and time required to write proper distractors for multiple-choice questions analogous to Form B Input. Moreover, the procedures for Form A may be more readily duplicated when preparing tests for the same pupils in their second language or with different school populations, e.g. foreign language classes (Ozete, 1977).

Construction of Form B should be pursued when there is ample opportunity for refinement of test items as well as when greater precision in semantic interpretation is desired -- especially with more advanced readers. Lastly, either Form A or B Input may be administered independently with the expectation that performance would correlate significantly with sources on content or paraphrase questions over the same material.

As for the various factors or behaviors considered in the study, close affinities between home language and language dominance and between home language and reading levels in Spanish were found across all groups. However, language dominance and Spanish reading levels did not correlate in approximately half the population, i.e. Form A group. It should be noted that estimates of language dominance, readily established for kindergarten and first graders, have not been clearly delineated in the middle-primary grades. The reason may stem, in addition to the children becoming increasingly bilingual from failure on part of investigators to distinguish properly between the pupil's language dominance and language proficiency. As the children approach balanced bilingualism, linguistic proficiency in a given activity, e.g. reading comprehension may not be overtly determined by primacy in one of the two

languages but rather by competency and experience in the approachment and interpretation of the task.

Likewise, it should be stressed that presently instruments for determining language dominance have been based on oral performance, e.g. Oral Language Tests for Bilingual Students (1977), and these tests have often not been cross validated with the children's other behaviors. Furthermore, the tests have largely concentrated on kindergarten to second-grade students with reports on the validity and reliability frequently not furnished nor made explicit.

Seemingly Forms A and B do assess what they are intended to in that they correlate significantly with the children's reading level. Hence, they serve as an indicator not of language dominance but of reading comprehension proficiency in a language.

Results from this study indicated that the reading levels of the children in Spanish and English were not significantly correlated and reflect the transitional period where most second and beginning third graders in the Milwaukee schools commence reading in their second language. Students are at different reading levels within and between languages -- thus the need to construct tests for the appropriate reading levels in the language. Further findings indicated that Forms A and B, as well as the other factors considered here, did not correlate significantly with the children's sex. Though sex differences in reading achievement may be culturally related (Johnson, 1974) they were not in the population considered here.

The tests prepared for this study offer a standardized and inexpensive method of diagnosing comprehension with diverse groups since teachers can readily develop skill in designing tests of this kind which may be more suitable to the curriculum and reading sophistication of their students. Essentially,

with the Input tests the teacher may ascertain the children's knowledge of language structures -- be it in their first or second language -- before assessing their ability to draw inferences, e.g. Part II in Forms A and B, a skill perhaps extrinsic to the reading act. In turn, with the verb Paraphrase tests the teacher may assess understanding of crucial vocabulary that vastly determines the syntactic-semantic composition of a sentence. The tests as a whole offer a viable alternative both to assessments of comprehension that resort to tests directly translated from English or else tests that are intended for secondary school students of foreign languages. If development of reading skills and reading comprehension is no longer to be kept in abeyance until the children are able to cope with the second language, then reading and reading assessment in their first language are truly indispensable.

APPENDIX

In the worksheets used to write the test, the arrangement of the prose was such that five words, including the test item, made up one line. (See Table on page 21). The fifth word and its two distractors were placed in a column on the right. This process was continued until 20 items had been generated. Position of the correct response (left, middle or right) on the test item was randomized.

The selection of the two distractors was completed by the use of a table of random numbers using three substeps. Once an acceptable distractor had been found the substeps were repeated for the second distractor. First, a single-digit number was chosen from the table. If it was odd, the distractor was picked from the 25 words preceding the test item; if it was even it was to come from the 25 words following the response. Second, subsequent one-digit numbers were examined until one of the numbers 2, 3, 4 or 5 was found. This digit determined the number of rows above or below the test item wherein the distractor was to be found. (Number one was excluded so that the four words preceding and following the test item would not be chosen.) Third, the series of random numbers was examined again until one of the digits 1, 2, 3 or 4 was found. This digit specified the word position within the designated row. That word served as the distractor. If the procedure resulted in the selection of a word which was the same as the correct response, or where not enough words either preceded or followed the test item, i.e. the very beginning and end of the test, the procedure was repeated. All distractors for Form A were selected in the manner just described, except for item 2 where the original distractor tarde was replaced by rato on the advice of the bilingual supervisor.

(Partial view of the worksheet)

Reading - Input Test

Form A

Distractor 1	Distractor 2				
4	2	Rodrigo tenía	volvía	que	irse
3	5	cuidar cinco cabritas. Muy	no	tarde	temprano
3	4	las sacaba al campo.	Por	De	Pero
		la tarde volvía con	de	ellas	trató

Given the series of random numbers -- 4 7 0 3 3 1 --
 for choosing distractor 1 for test item one, it can be
 determined that it would be the third word, in the third
 row following the test item. Thus, the distractor is
 the word volvía

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INSTRUCTIONS FOR ADMINISTERING AND GRADING ALL TEST FORMS

PRUEBAS DE LECTURA

INSTRUCCIONES PARA LA ADMINISTRACIÓN Y VALORACIÓN

Instrucciones para los niños:

Cuando los niños estén sentados para la prueba, diga:

"Ahora vamos a leer un cuento. No empiecen a leer y no escriban nada hasta que se les avise."

Distribuya la prueba (y los lápices si los niños no los tienen). Cuando todos estén listos, diga:

"Ahora escriban su nombre al lado de la palabra Nombre. (Fíjese que todos lo hagan.)

Continúe espacio por espacio pidiendo la información que se requiere.

EJEMPLO

Ejercicio de Práctica

La maestra lee en voz alta las instrucciones que comienzan con la palabra Primero. El párrafo entero: "Pedro era (de y un) "...debe estar escrito en la pizarra de antemano. La maestra lee el párrafo tal como aparece. Después lo lee de nuevo pero al llegar a los paréntesis, pregunta: "Qué palabra debo subrayar?" (Pausa) "Sí, un." Subraye la palabra en la pizarra, y dígales a los niños que hagan lo mismo en su papel. Continúe así hasta terminar el ejemplo. Ayude a los niños tanto como sea necesario (solamente con el ejemplo). Luego diga:

"Bien."

"Ahora pasen a la próxima página." (Demuestre. Fíjese que todos tengan la misma página.)

Cuando todos estén listos, diga:

"Aquí hay un cuento escrito de la misma manera. Empiecen aquí y terminen el cuento en la siguiente página. Cuando terminen el cuento, contesten las cinco preguntas que siguen. No pasen de la página número -3-. Esperen."

"¿Listos? Empiecen."

Anote el tiempo. No confíe en su memoria. Después de la señal, Empiecen, la maestra debe fijarse en los niños para asegurar que estén haciendo su trabajo correctamente. Si el niño encuentra que una pregunta es demasiado difícil, debe pasar a la siguiente. Los niños deben continuar trabajando durante el tiempo permitido o hasta que terminen la página -3-. No deben seguir a la página -4- hasta que se les avise.

Permita 20 minutos. Luego diga: "Basta."

"Pasen a la página -4-." (Fíjese que todos tengan la página -4-.)

"Marca con (✓) la mejor respuesta. Ejemplo: Ver...otra palabra semejante es (pausa) mirar."

Permita un minuto, más o menos. Luego diga:

"Ahora marquen la respuesta correcta en cada pregunta.

Permita 8 minutos. Luego diga:

"Basta. Pongan el lápiz en el pupitre."

Recoja la prueba.

* * * * *

Instrucciones para la Valoración

La valoración de cada parte de la prueba consiste en el número de preguntas contestadas correctamente. Se acepta cualquier método claro que indique la respuesta correcta. No se da crédito a una pregunta si el niño ha marcado más de una respuesta, a menos que se vea con toda claridad que la respuesta correcta sea la que el niño ha escogido. La suma de las respuestas correctas de las tres partes de la prueba es la valoración Total.

Una prueba en que las respuestas correctas están marcadas ofrece una clave conveniente para la valoración. Para asegurar la precisión, es conveniente calcular dos veces la valoración de las pruebas y comprobar cuidadosamente todas las operaciones.

CLAVE

Forma A (Tercer Grado)

Parte I "Rodrigo tenía..."

Línea 1 que
2 temprano
3 Por / ellas
5 las
6 a
7 obligarlas

8 se
9 Rodrigo / piedra
10 llorar
11 por
12 conejo
13 lloras

}
Página 1

Línea 1 no
2 tardo / a

4 yo
5 pero / hicieron

}
Página 2

Parte II Páginas -2-, -3-

1. D 4. B
2. A 5. C
3. A

Forma A (Tercer Grado)

Parte III Página -4-

- | | |
|------|-------|
| 1. D | 6. B |
| 2. A | 7. B |
| 3. C | 8. C |
| 4. D | 9. A |
| 5. A | 10. B |

Forma B (Tercer Grado)

Parte I "Carboncito era..."

- Línea 1 un
2 tres
3 A / les
5 Carboncito
6 con

- 7 le / yerba
8 los
9 vio
10 grande
11 un
12 voló

Página 1

- Línea 1 El / avión
2 como
3 alcanzarlo

- 4 perseguía
5 veía
6 coger

Página 2

Parte II Páginas -2-, -3-

- | | |
|------|------|
| 1. B | 4. A |
| 2. D | 5. C |
| 3. B | |

Parte III Página -4-

- | | |
|------|-------|
| 1. D | 6. D |
| 2. B | 7. A |
| 3. C | 8. C |
| 4. A | 9. D |
| 5. B | 10. B |

Forma A (Sexto Grado)

Parte I "María Cristina..." Página -1-

- Línea 1 y / magnífico
2 eran
3 administrador / una
4 las
5 las
6 las / entero
7 las

- 8 Muchos / niños
9 quien
10 construían / ciudades
11 habían
12 mañana / a
13 un / venido

Parte II Página -2-

- | | |
|------|------|
| 1. C | 4. C |
| 2. B | 5. D |
| 3. A | |

Forma A (Sexto Grado)

Parte III Página -3-

- | | |
|------|-------|
| 1. C | 6. B |
| 2. A | 7. A |
| 3. B | 8. C |
| 4. D | 9. D |
| 5. C | 10. B |

Forma B (Sexto Grado)

Parte I "Inés y Jaime..."

Página -1-

- | | | | |
|---------|----------------|----|----------------|
| Línea 1 | vivían | 8 | los |
| 2 | troncos / lo | 9 | helada |
| 3 | Inés / y | 10 | algo / querían |
| 4 | cabaña / campo | 11 | el / como |
| 5 | los / Era | 12 | con |
| 6 | montaña | 13 | zapatos |
| 7 | les / hierba | | |

Parte II Página -2-

1. A
2. C
3. D
4. C
5. B

Parte III Página -3-

- | | |
|------|-------|
| 1. C | 6. C |
| 2. A | 7. A |
| 3. D | 8. C |
| 4. B | 9. B |
| 5. D | 10. D |

GRADO 3, FORMA A

NOMBRE _____ GRADO _____
EDAD _____ ESCUELA _____
MAESTRO (A) _____ FECHA _____

PRUEBA DE LECTURA

PRIMERO, LEE EL CUENTO ENTERO.

DESPUÉS, SUBRAYA LA RESPUESTA CORRECTA ENTRE PARENTESIS.

EJEMPLO

PEDRO ERA (DE Y UN) NIÑITO MUY FELIZ. VIVÍA (CON SE
TENÍA) SUS PADRES EN UNA (NADA DÍA CASITA) DE MADERA.....



RODRIGO TENÍA (VOLVÍA QUE IRSE) CUIDAR CINCO CABRITAS.
 MUY (NO RATO TEMPRANO) LAS SACABA AL CAMPO.
 (POR DE PERO) LA TARDE VOLVÍA CON (DE ELLAS TRATÓ)
 AL CORRAL.

UNA TARDE (LAS RODRIGO CAMPO) CABRITAS NO QUERÍAN IRSE
 (LAS LA A) DORMIR.

RODRIGO TRATÓ DE (CUIDAR LA OBLIGARLAS); PERO LAS
 CABRITAS NO (SE CAMPO ALLÍ) MOVÍAN.

SE HACÍA TARDE. (UN RODRIGO A) SE SENTÓ EN UNA (PIEDRA
 CABRITAS CORRAL) Y SE PUSO A (SI NO LLORAR).

AL POCO RATO PASÓ (POR PREGUNTÓ RODRIGO) ALLÍ UN CONEJO.

EL (A LAS CONEJO) PREGUNTÓ:

—NIÑO, ¿POR QUÉ (LLORAS UNA ANDAR)?

—LORO PORQUE LAS CABRITAS (RATO NO ALLÍ) QUIEREN
ANDAR, Y SI (POR TARDO PUSO) MI PADRE ME VA (A LAS
NO) CASTIGAR.

—PUES VERÁS COMO (ANDAR SI YO) LAS HAGO MARCHAR.
(ANDAR PERO QUE) LAS CABRITAS NO LE (HICIERON QUIEREN
PADRE) CASO.

* * * * *

MARCA (✓) LA MEJOR RESPUESTA.

1. RODRIGO CUIDABA A SUS ____.

- ____ A. HERMANITOS
- ____ B. CONEJITOS
- ____ C. AMIGUITOS
- ____ D. ANIMALITOS

2. CADA TARDE EL NIÑO ____.

- ____ A. IBA AL CORRAL
- ____ B. DORMÍA EN EL CAMPO
- ____ C. VOLVÍA A LA MONTAÑA
- ____ D. JUGABA CON SU PAPÁ

3. RODRIGO ESTABA TRISTE PORQUE LAS CABRITAS NO ____.

- ____ A. ANDABAN
- ____ B. COMÍAN
- ____ C. ESTABAN QUIETAS
- ____ D. ESPERABAN

4. LAS CABRITAS ____.

- ____ A. SIGUEN AL CONEJO
- ____ B. SE QUEDAN EN EL CAMINO
- ____ C. VUELVEN A CASA
- ____ D. ROMPEN EL CORRAL

5. EL PADRE ESTARÁ ____.

- ____ A. CONTENTO
- ____ B. DORMIDO
- ____ C. BRAVO
- ____ D. FELIZ

¡ ESPERA !



¡ NO PASES A LA PROXIMA PAGINA !

MARCA (✓) LA MEJOR RESPUESTA.

EJEMPLO: VER... ☐ A. TOMAR ☒ B. MIRAR ☐ C. IR ☐ D. ESCRIBIR

1. ANDAR ☐ A. PASAR ☐ B. LLORAR
☐ C. ECHAR ☐ D. CAMINAR
2. VOLVÍA ☐ A. REGRESABA ☐ B. DORMÍA
☐ C. QUERÍA ☐ D. VOLABA
3. SE PUSO A LLORAR ☐ A. QUISO LLORAR ☐ B. ACABÓ DE LLORAR
☐ C. EMPEZÓ A LLORAR ☐ D. TUVO QUE LLORAR
4. CUIDAR ☐ A. IRSE A ☐ B. VENIR A
☐ C. SENTARSE EN ☐ D. VELAR
5. SE MOVÍAN ... ☐ A. CAMBIABAN DE LUGAR ☐ B. SE QUEDABAN EN SU LUGAR
☐ C. TENÍAN LUGAR ☐ D. VENÍAN AL LUGAR
6. CASTIGAR ☐ A. GANAR ☐ B. REPRENDER
☐ C. PERDONAR ☐ D. PERDER
7. NO HICIERON CASO ☐ A. NO ENTRARON ☐ B. NO ESCUCHARON
☐ C. NO TUVIERON ☐ D. NO METIERON
8. TRATÓ DE OBLIGARLAS .. ☐ A. LAS OLVIDÓ ☐ B. LAS MATÓ
☐ C. LAS FORZÓ ☐ D. LAS DEJÓ
9. VOY A DORMIR . ☐ A. DORMIRÉ ☐ B. DORMÍA
☐ C. DORMI ☐ D. DORMIRÍA
10. LAS SACABA AL CAMPO .. ☐ A. LAS BUSCABA ALLÍ ☐ B. LAS LLEVABA ALLÍ
☐ C. LAS VEÍA ALLÍ ☐ D. LAS ENCONTRABA ALLÍ

GRADO 3, FORMA A
N=79

<u>SCORE</u>	<u>NUMBER OF STUDENTS</u>	<u>%ILE</u>	<u>STANINES</u>
35	0	99	9
34	1	99	9
33	2	97	9
32	2	95	8
31	3	92	8
30	7	85	7
29	1	80	7
28	2	78	7
27	1	77	7
26	3	74	6
25	1	72	6
24	3	69	6
23	4	65	6
22	2	61	6
21	1	59	5
20	4	56	5
19	0		
18	2	52	5
17	2	49	5
16	3	46	5
15	2	43	5
14	1	41	5
13	8	35	4
12	3	28	4
11	5	23	3
10	1	20	3
9	1	18	3
8	4	15	3
7	2	11	2
6	2	9	2
5	1	7	2
4	1	6	2
3	0		
2	3	3	1

38

<u>SCORE</u>	<u>NUMBER OF STUDENTS</u>	<u>%ILE</u>	<u>STANINES</u>
1	1	1	1

NUMBER OF STUDENTS: 79

MEAN: 18.24

STANDARD DEVIATION: 9.15

KUDE-RICHARDSON 20 RELIABILITY: .93

GRADO 3, FORMA B

NOMBRE _____ GRADO _____
EDAD _____ ESCUELA _____
MAESTRO (A) _____ FECHA _____

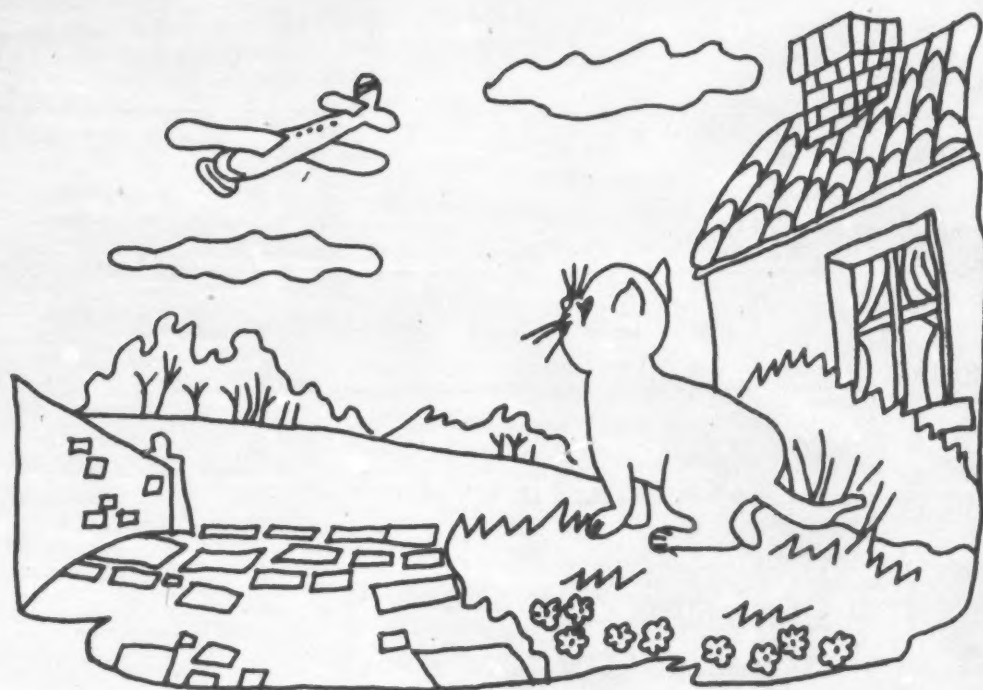
PRUEBA DE LECTURA

PRIMERO, LEE EL CUENTO ENTERO.

DESPUÉS, SUBRAYA LA RESPUESTA CORRECTA ENTRE PARENTESIS.

EJEMPLO

PEDRO ERA (DE Y UN) NIÑITO MUY FELIZ. VIVÍA
(CON SE TENÍA) SUS PADRES EN UNA (NADA DÍA CASITA)
DE MADERA.....



CARBONCITO ERA (UNO UN NINGÚN) LINDO GATITO NEGRO.

TENÍA (TRES LAS SUS) HERMANAS Y TRES HERMANOS.

(POR A EN) LOS HERMANOS DE CARBONCITO (LOS SE LES)

GUSTABA MUCHO JUGAR.

A (CARBONCITO NIÑO PÁJARO) NO LE GUSTABA JUGAR (DE EN CON) ELLOS.

A ÉL SÓLO (LE LO SE) GUSTABA ECHARSE EN LA (AGUA YERBA PATIO) Y MIRAR VOLAR A (LOS TODOS OTROS) PÁJAROS.

UN DÍA CARBONCITO (PUDO ECHÓ VIO) UN PÁJARO MUY, MUY (HONDO MUCHO GRANDE).

NUNCA ANTES HABÍA VISTO (UN EL UNO) PÁJARO ASÍ.

EL PÁJARO (BAJÓ VOLÓ ENTRÓ) POR ENCIMA DE CARBONCITO.

(EL Lo Eso) GATITO CORRIÓ DETRÁS DEL (CIELO AVIÓN CARRO). SALTÓ Y CORRIÓ TANTO (QUE SÓLO COMO) PUDO; PERO NO LOGRÓ (ALCANZARLO CURARLO CORTARLO).

DESDE ESE DÍA CARBONCITO (CAÍA PONÍA PERSEGUÍA) TODOS LOS AVIONES QUE (ERA VEÍA IBA).

—ALGÚN DÍA VOY A (COGER PODER METER) UNO —DECÍA.

* * * * *

MARCA (✓) LA MEJOR RESPUESTA.

1. CARBONCITO ERA UN ____.

- ____ A. PÁJARO LINDO
- ____ B. GATO CHIQUITO
- ____ C. AVIÓN GRANDE
- ____ D. NIÑO FUERTE

2. SE LLAMABA CARBONCITO PORQUE ERA ____.

- ____ A. ROJO
- ____ B. BLANCO
- ____ C. VERDE
- ____ D. NEGRO

3. CARBONCITO TENÍA ____.

- ____ A. CUATRO HERMANOS
- ____ B. SEIS HERMANOS
- ____ C. OCHO HERMANOS
- ____ D. NUEVE HERMANOS

4. CARBONCITO SÓLO QUERÍA ____.

____ A. VER LOS PÁJAROS

____ B. JUGAR CON LOS HERMANOS

____ C. DORMIR TODO EL DÍA

____ D. COMER LA YERBA

5. UN DÍA CARBONCITO SE ENCONTRÓ ____.

____ A. UNA CAJA ROTA

____ B. UN ANIMALITO TRISTE

____ C. UN PÁJARO GRANDE

____ D. UNA CASITA BONITA

¡ESPERA!



¡NO PASES A LA PRÓXIMA PÁGINA!

MARCA (✓) LA MEJOR RESPUESTA.

EJEMPLO: VER ... ☐ A. TOMAR ☒ B. MIRAR ☐ C. IR ☐ D. ESCRIBIR

- | | | |
|--------------------|--|--|
| 1. VOLAR | ☐ A. CAMINAR | ☐ B. IR A PIE |
| | ☐ C. LLEGAR | ☐ D. IR POR EL AIRE |
| 2. CORRIÓ | ☐ A. DURMIÓ | ☐ B. HUYÓ |
| | ☐ C. HIZO | ☐ D. EMPEZÓ |
| 3. ECHARSE | ☐ A. VERSE | ☐ B. GUSTARSE |
| | ☐ C. TIRARSE | ☐ D. SUBIRSE |
| 4. COGER | ☐ A. TOMAR | ☐ B. SOLTAR |
| | ☐ C. PINTAR | ☐ D. ESTAR |
| 5. SALTÓ | ☐ A. SALIÓ | ☐ B. ALZÓ |
| | ☐ C. DEJÓ | ☐ D. BAJÓ |
| 6. LOGRÓ | ☐ A. TRAJÓ | ☐ B. PUSÓ |
| | ☐ C. DIJO | ☐ D. PUDO |
| 7. PERSEGUÍA | ☐ A. IBA ATRÁS | ☐ B. IBA AL MEDIO |
| | ☐ C. IBA ADELANTE | ☐ D. IBA AFUERA |
| 8. GUSTABA | ☐ A. ESTABA MAL | ☐ B. TENÍA POCO |
| | ☐ C. CAÍA BIEN | ☐ D. LLEVABA MUCHO |
| 9. VOY A JUGAR .. | ☐ A. JUGABA | ☐ B. JUGARÍA |
| | ☐ C. JUGUÉ | ☐ D. JUGARÉ |
| 10. HABÍA VISTO .. | ☐ A. VEA | ☐ B. VIO |
| | ☐ C. VERA | ☐ D. VIENDO |

GRADO 6, FORMA A

Nombre _____ Grado _____
Edad _____ Escuela _____
Maestro(a) _____ Fecha _____

PRUEBA DE LECTURA

Primero, lee el cuento entero.

Después, subraya la respuesta correcta entre paréntesis.

EJEMPLO

Pedro era (de y un) niño muy feliz. Vivía (con se tenía)
sus padres en una (nada día casita) de madera...

María Cristina (de Juan y) Blanca estaban pasando un (magnífico su había) verano. Las dos niñas (allí eran un) primas; su tío Juan, (pasarse playa administrador) de un hotel en (una estaban día) tranquila playa llamada Playa Hermosa, (vacaciones las primas) había invitado a pasarse (disfrutaban playa las) vacaciones allí.

Su tía (primas las había) dejaba pasarse el día (entero hotel jugar) en la playa y (jugar los las) niñas lo disfrutaban muchísimo. (Invitados Allí Muchos) de los huéspedes tenían (en niños enteras) y siempre había con (quien disfrutaban muchísimo) jugar; en la arena (de construían el) castillos, y a veces (ciudades huéspedes dos) enteras. Y las dos (con jugar habían) aprendido a nadar.

Cada (el siempre mañana) las dos niñas jugaban (a y las) la pelota con Pablo, (dos un nadar) chico cuya familia había (venido niñas aprendido) a pasar el verano.

Marca (✓) la mejor respuesta.

1. Las niñas pasaban unos días con _____.

- _____ a. sus abuelos
- _____ b. su primo
- _____ c. sus tíos
- _____ d. su maestra

2. Las dos muchachitas _____.

- _____ a. tenían miedo
- _____ b. se divertían
- _____ c. estaban cansadas
- _____ d. eran hermanas

3. Durante el día las niñas _____.

- _____ a. se bañaban en el mar
- _____ b. estudiaban en casa
- _____ c. patinaban en el hielo
- _____ d. iban de compras

4. Las niñas hacían _____.

- _____ a. pelotas de nieve
- _____ b. pasteles ricos
- _____ c. pueblos pequeños
- _____ d. muñecas de papel

5. Parece que hacía _____.

- _____ a. frío
- _____ b. mal tiempo
- _____ c. fresco
- _____ d. calor



Marca (✓) la mejor respuesta.

Ejemplo: ver... ☐ a. tomar ☒ b. mirar ☐ c. ir ☐ d. escribir

1. disfrutaban... ☐ a. odiaban ☐ b. cantaban ☐ c. gozaban ☐ d. comían
2. dejaba..... ☐ a. permitía ☐ b. negaba ☐ c. veía ☐ d. oía
3. había ☐ a. iba ☐ b. existía ☐ c. hería ☐ d. metía
4. arena ☐ a. montaña ☐ b. bosque ☐ c. ciudad ☐ d. playa
5. a veces ☐ a. todas las veces ☐ b. cada vez que
☐ c. de vez en cuando ☐ d. ninguna vez
6. tranquila ☐ a. humilde ☐ b. serena ☐ c. graciosa ☐ d. violenta
7. venido ☐ a. llegado ☐ b. encontrado ☐ c. perdido ☐ d. ido
8. magnífico..... ☐ a. mayor ☐ b. delicado ☐ c. excelente ☐ d. fuerte
9. huéspedes ☐ a. empleados ☐ b. jefes ☐ c. enfermos ☐ d. invitados
10. pasar un rato.. ☐ a. perder un rato ☐ b. estar un rato
☐ c. haber un rato ☐ d. salir un rato

GRADO 6, FORMA A
N=21

<u>STANINES</u>	<u>SCORE</u>	<u>N</u>	<u>1/2 N</u>	<u>C U M TOTAL</u>	<u>ADJ. CT</u>		<u>%</u>
	35	-	-	-			
9	34	1	.5	21	20.5	.976	98
8	33	2	1	20	19	.904	90
	32	-	-	-			
7	31	1	.5	18	17.5	.833	83
6	30	3	1.5	17	15.5	.738	74
6	29	2	1	14	13	.619	62
	28	-	-	-			
	27	-	-	-			
5	26	2	1.5	12	10.5	.500	50
5	25	1	.5	10	9.5	.452	45
	24	-	-	-			
4	23	1	.5	9	8.5	.404	40
	22	-	-	-			
	21	-	-	-			
	20	-	-	-			
4	19	1	.5	8	7.5	.357	36
	18	-	-	-			
4	17	1	.5	7	6.5	.309	31
4	16	1	.5	6	5.5	.261	26
	15	-	-	-			
3	14	2	1	5	4	.190	19
	13	-	-	-			
3	12	1	.5	3	2.5	.119	12
2	11	1	.5	2	1.5	.071	7
	10	-	-	-			

GRADO 6, FORMA A
N=21

...continued

<u>STANINES</u>	<u>SCORE</u>	<u>N</u>	<u>1/2 N</u>	<u>C U M TOTAL</u>	<u>ADJ. CT</u>	<u>%</u>
	9	-	-	-		
	8	-	-	-		
	7	-	-	-		
	6	-	-	-		
	5	-	-	-		
	4	-	-	-		
	3	-	-	-		
	2	-	-	-		
1	1	1	.5	1	.5	.023 2
	0	-	-	-		

Mean = 23.00

Standard Deviation 8.83

Kuder - Richardson 20 Reliability .94

Mean 23.000 > 23.00

GRADO 6, FORMA B

Nombre _____ Grado _____
Edad _____ Escuela _____
Maestro(a) _____ Fecha _____

PRUEBA DE LECTURA

Primero, lee el cuento entero.

Después, subraya la respuesta correcta entre paréntesis.

EJEMPLO

Pedro era (de y un) niño muy feliz. Vivía (con se tenía)
sus padres en una (nada día casita) de madera...

Inés y Jaime (buscaban vivían parecían) en una cabañita de (pedazos
hojas troncos) rodeada de pinos, en (lo le la) alto de una montaña.

(Niña Inés Cabañita) ayudaba a su madre (que pero y) su
abuela en la (cabaña hogar cosa), Jaime trabajaba en el (desierto campo
sitio) con el padre. Entre (el las los) dos cuidaban las ovejas. (Era
Estaba Iba) hermoso vivir en la (cuadra montaña ciudad): a Inés y Jaime
(les los se) encantaba correr por la (oveja pared hierba), recoger
frutillas silvestres, mojarse (las los les) pies en el agua (inútil mucha
helada) del arroyo.

Pero había (algo donde nada) que Inés y Jaime (corrían querían
ayudaban), más que nada en (el lo un) mundo, y no sabían (poco así como)
conseguirlo. Los dos soñaban (a con de) tener un par de (ovejas frutillas
zapatos).

Marca (✓) la mejor respuesta.

1. La casa de Inés y Jaime estaba cerca _____.
☐ a. de los árboles
☐ b. del mar
☐ c. de la calle
☐ d. del pueblo
2. Los jóvenes eran _____.
☐ a. novios
☐ b. amigos
☐ c. hermanos
☐ d. esposos
3. La vida en la montaña era _____.
☐ a. mala
☐ b. infeliz
☐ c. dura
☐ d. alegre
4. Inés y Jaime estaban contentos cuando _____.
☐ a. vivían en el pueblo
☐ b. estaban lejos de la familia
☐ c. andaban por el campo
☐ d. iban a la capital
5. Inés y Jaime no tenían _____.
☐ a. padres
☐ b. zapatos
☐ c. frutillas
☐ d. ovejas

¡Espera!



¡No pases a la próxima página!

Marca (✓) la mejor respuesta.

Ejemplo: ver... ☐ a. tomar ☒ b. mirar ☐ c. ir ☐ d. escribir

- | | | | | |
|-------------------|---|--|--|---------------------------------------|
| 1. encantaba | ☐ a. faltaba | ☐ b. daba miedo | ☐ c. gustaba | ☐ d. enseñaba |
| 2. recoger | ☐ a. reunir | ☐ b. apoyar | ☐ c. tirar | ☐ d. mejorar |
| 3. soñaban | ☐ a. conocían | ☐ b. evitaban | ☐ c. olvidaban | ☐ d. pensaban |
| 4. silvestres .. | ☐ a. del hogar | ☐ b. del campo | ☐ c. de la ciudad | ☐ d. del mar |
| 5. rodeada | ☐ a. cruzada | ☐ b. abierta | ☐ c. separada | ☐ d. encerrada |
| 6. más que nada. | ☐ a. nunca más | ☐ b. tanto como | ☐ c. sobre todo | ☐ d. menos que |
| 7. mojarse | ☐ a. bañarse | ☐ b. entrarse | ☐ c. atreverse | ☐ d. secarse |
| 8. par | ☐ a. uno | ☐ b. aparte | ☐ c. doble | ☐ d. vez |
| 9. cuidaban | ☐ a. maltrataban | ☐ b. atendían | ☐ c. salían | ☐ d. picaban |
| 10. conseguir.... | ☐ a. perder | ☐ b. seguir | ☐ c. dejar | ☐ d. obtener |

GRADO 6 FORMA B
N=20

<u>STANINES</u>	<u>SCORE</u>	<u>N</u>	<u>1/2 N</u>	<u>C U M TOTAL</u>	<u>ADJ/ CT</u>	<u>%</u>
	35	-	-			
9	34	1	.5	20	19.5	.975 98
	33	-	-			
	32	-	-			
8	31	1	.5	19	18.5	.925 93
7	30	2	1	18	17	.850 85
6	29	2	1	16	15	.750 75
6	28	1	.5	14	13.5	.675 68
6	27	1	.5	13	12.5	.625 63
5	26	1	.5	12	11.5	.575 58
5	25	1	.5	11	10.5	.525 53
5	24	1	.5	10	9.5	.475 48
	23	-	-			
	22	-	-			
	21	-	-			
	20	-	-			
4	19	4	2	9	7	.350 35
	18	-	-			
3	17	1	.5	5	4.5	.225 23
3	16	1	.5	4	3.5	.175 18
	15	-	-			
3	14	1	.5	3	2.5	.125 13
	13	-	-			
2	12	1	.5	2	1.5	.075 8
1	11	1	.5	1	.5	.025 3
	10	-	-			

...continued

GRADO 6, FORMA B
N=20

<u>STANINES</u>	<u>SCORE</u>	<u>N</u>	<u>1/2 N</u>	<u>C U M</u> <u>TOTAL</u>	<u>ADJ/ CT</u>	<u>%</u>
	9	-				
	8	-				
	7	-				
	6	-				
	5	-				
	4	-				
	3	-				
	2	-				
	1	-				
	0	-				

Mean = 22.95

Standard Deviation 6.73

Kuder - Richardson Reliability .87

Mean 22.950 > 22.95